

**Texas Education Agency  
Standard Application System (SAS)**

**COPY**

<b>2016–2018 PreK Partnership Planning Grant</b>		
<b>Program authority:</b>	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
<b>Application deadline:</b>	5:00 p.m. Central Time, October 25, 2016	Place date stamp here.  RECEIVED TEXAS EDUCATION AGENCY 2016 NOV -2 PM 12:52 DOCUMENT CONTROL CENTER
<b>Submittal information:</b>	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:  Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Marnie Glaser: marnie.glaser@tea.texas.gov	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Denton ISD	061901			
Vendor ID #	ESC Region #			DUNS #
75-6001311	11			055311104
Mailing address	City	State	ZIP Code	
1307N. Locust St	Denton	TX	76201-3037	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Deborah		Cano	Direction of Intervention	
Telephone #	Email address		FAX #	
940 369 0180	dcano@dentonisd.org		940 383 4983	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
David		Gerabagi	Director	
Telephone #	Email address		FAX #	
940 369 0401	dgerabagi@dentonisd.org		940 383 1096	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Richard		Valenta	Deputy Superintendent
Telephone #	Email address		FAX #
940 369 0041	dvalenta@dentonisd.org		940 369 4984

Signature (blue ink preferred)

Date signed

11/05/2016

Only the legally responsible party may sign this application.

701-16-109-004

**Schedule #1—General Information**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Denton ISD and the Tree House Academy (THA) have agreed to partner for the PreK Partnership Grant. The grant is primarily designed with the goal of ensuring that students served in the program are school ready and that they are prepared to enter public school kindergarten at or above grade level with a focus on pre-reading, language, and mathematics. The proposed grant will deliver a high quality, developmentally appropriate, rigorous program of curriculum and instruction aligned with the Texas Pre-kindergarten guidelines. The curriculum will be built around teacher- and child-initiated learning activities and will incorporate all of the Texas Prekindergarten Guidelines. Curriculum content areas including social and emotional development; language and communication; emergent literacy reading and writing; math, science, social studies, fine arts, physical development and technology. The Partnership Pre-K program will be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. Classroom curriculum will be rigorous, high-quality and developmentally appropriate.

The Denton ISD's Pre-K Curriculum will be designed to direct participating THA *classrooms* in establishing and administering developmentally appropriate pre-kindergarten programs that meet State standards.

DISD, upon notice of grant award will hire and train two certified teachers to provide cognitive readiness instruction using state-adopted curriculum materials.

The project pre-kindergarten program will reflect an understanding of child development principles. These principles are embodied in the curriculum design and general learning environment. The instructional delivery will be organized around learning environments where opportunities are provided for children to acquire skills and concepts involving problem-solving, decision-making, questioning, evaluating, and discovering. The instructional goals for the pre-kindergarten grant are as follows: 1. To help the child develop a positive self-concept, 2. To help the child achieve intellectual growth, 3. To help the child enlarge his/her world of people, experiences, ideas, and things, 4. To help the child increase competence and skills in reading, writing, listening, thinking, and speaking, 5. To help the child increase the skills involved in physical coordination, 6. To help the child increase competence in dealing with emotional feelings and social situations, 7. To help the child increase competence in self-direction and independence, 8. To help the child develop cooperative trusting relationships, and 9. To help the child develop his/her natural curiosity and his/her creative potential.

The curriculum will include integrated language arts, music, art, mathematics, social studies, science, dramatic play, and physical activities, as well as activities to develop social/ emotional competencies. The instructional day will include opportunities for both individual and group activities to allow independent exploration and play, as well as socialization. Large group instruction will occur two to three times per day and last 15-20 minutes. Small group learning activities with the teacher providing intentional instruction about new concepts will target activities for short periods of time (10-15 minutes). Individual Learning Areas will be utilized to provide small-group learning opportunities that offer guided exploration and hands-on experiences. These learning areas will offer playful and purposeful engaging activities, a literacy connection, writing materials and opportunities for conversation (language) with an adult or another child.

The classroom environment will support learning and provide the messages of 1) this is a good place to be; 2) you belong here and you are a valued member of this community; 3) this is a place you can trust; 4) there are places you can be by yourself when you want to be; 5) you can do many things on your own; and 6) this is a safe place to explore and try out your ideas by providing the following: room arrangement that provides clearly defined learning areas that support large and small group instruction and offer noisy centers and quiet areas. Children's work is displayed along with ethnically diverse posters and pictures. Classroom materials are labeled and arranged where children can access them independently. Schedules and routines are established and utilize well-planned transitions for activities sequence, opportunities for making choices and cueing. Classroom rules are established through child input that reflect positive behavior outcomes.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project partners, upon assessment of staffing needs of partner pre-kindergarten sites, will position certified teaching personnel to provide a minimum of three hours daily cognitive readiness instruction using state-adopted curriculum materials.

Project's Pre-K program is designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. Classroom curriculum must be a high-quality, developmentally appropriate, and rigorous program of instruction that are aligned with the Texas Pre-kindergarten Guidelines. All partners use state-adopted and approved instructional system (Scholastic Early Learning program (PK4) and Scott Foresman mathematics (PK) and Letter people (PK3) and Saxon Early Learning) in all partner Pre-kindergarten classrooms. Project's Pre-K program is designed to continuously monitor children for their progress in language, early writing and vocabulary, literacy including phonological awareness and print knowledge, mathematics, and social emotional development. Implementation of a valid and reliable monitoring process will give program staff consistent access to information they need to make informed decisions about curriculum content for Pre-k participants and to plan and guide individual student instruction. The progress monitoring instrument will be decided by the program advisory committee upon notice of grant award based on scientific evidence of reliability and validity.

Implementation of a valid and reliable monitoring process will give program staff consistent access to information they need to make informed decisions about curriculum content for Pre-k participants and to plan and guide individual student instruction.

The Denton ISD's Pre-K program is designed to continuously monitor children for their progress in language, early writing and vocabulary, literacy including phonological awareness and print knowledge, mathematics, and social emotional development utilizing CIRCLE Progress Monitoring System a Commissioner's Approved Prekindergarten Progress Monitoring System at the beginning, Middle and End of the Year. District plans to use the CIRCLE Progress Monitoring System but locally developed instruments for prekindergarten will be submitted for review using the Request for Prekindergarten Progress Monitoring Instruments if needed.

Additionally, DISD will use CLI Engage – The Texas Kindergarten Entry Assessment in Fall of 2017. The Early Childhood Data System (ECDS) will be used to collect and submit Pre-Pre-K demographic data upon grant funding to inform stakeholders such as educators, parents and legislators about the effectiveness of Pre-K program in preparing children for success in kindergarten. Denton ISD will report information for all four-year-old kindergarten-bound students who were enrolled in a program for four or more months in the 2015-2016 school year.

Established benchmarks will help program staff determine if the child is making adequate progress. The information obtained through this monitoring process will provide for efficient means of documenting and communicating student progress, data based decision making and early intervention.

This continual monitoring will allow teachers to track student response to instruction and intervention designed to ameliorate future learning problems. The District believes that assessment should be used to understand and improve learning. Teachers will use a comprehensive system of progress monitoring which includes ongoing observation of performance and formal and informal assessments. Teachers will maintain a portfolio of student work and utilize a checklist system for monitoring acquisition of specific Pre-K outcomes each 9 weeks. This assessment data will inform teachers regarding areas of learning that need to be modified and or enhanced. Formal assessment using CIRCLE Progress Monitoring System will be administered three times during the school year to track progress and inform teachers of the areas which they need to adjust instruction to improve learning.

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<b>Schedule #6—Program Budget Summary</b>						
County-district number or vendor ID: 061901				Amendment # (for amendments only):		
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158						
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.				Fund code/shared services arrangement code: 203/292		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$170,804	\$10,000	\$180,804	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$0	\$20,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$55,000	\$0	\$55,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$5,500	\$0	\$5,500	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$
Total direct costs:			\$251,304	\$10,000	\$261,304	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$3,345	\$3,345	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$251,304</b>	<b>\$13,345</b>	<b>\$264,649</b>	<b>\$</b>
<b>Shared Services Arrangement</b>						
6493	Payments to member districts of shared services arrangements		\$	\$	\$	\$
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$264,649	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$13,345	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 061901				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
<b>Academic/Instructional</b>						
1	Teacher		110,000		\$110,000	\$
2	Teacher Facilitator/Mentor		35,000		\$35,000	\$
3	Tutor				\$	\$
<b>Program Management and Administration</b>						
4	Project director			10,000	\$10,000	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
<b>Auxiliary</b>						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
<b>Other Employee Positions</b>						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$155,000	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay (40 days X \$90.00)			\$3,600	\$
20	6119	Professional staff extra-duty pay			\$	\$
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$22,204	\$
23	Subtotal substitute, extra-duty, benefits costs				\$25,804	\$
24	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$180,804</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 061901		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Staff Development	\$20,000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$20,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$20,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 061901

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$55,000	\$
<b>Grand total:</b>		<b>\$55,000</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 061901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$5,500	\$
<b>Grand total:</b>		<b>\$5,500</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 061901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total district enrollment:**

Category	Number	Percentage	Category	Percentage
African American	12	18%	Attendance rate	DNA
Hispanic	21	32%	Annual dropout rate (Gr 9-12)	DNA
White	33	50%	Students taking the ACT and/or SAT	DNA
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	16	25%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	0	0%		
Disciplinary placements	DNA	DNA		

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	10	30%	No degree	29	90%
Hispanic	3	10%	Bachelor's degree	3	10%
White	19	60%	Master's degree	0	0%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	26	80%	Avg. salary, 1-5 years exp.	18,720	N/A
6-10 years exp.	6	20%	Avg. salary, 6-10 years exp.	24,960	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	0	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	0	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Open-enrollment charter school	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Public institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Private nonprofit	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Private for-profit	66	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	66
<b>TOTAL:</b>	66														66

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**Part 5: Campuses to Be Served with Grant Funds**

Campus Name	Campus #	Selection Criteria
Tree House Academy	849737	TRS 4-Star Private Provider

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conclusive research demonstrates that high-quality, developmentally appropriate early childhood programs produce short and long-term positive effects on children's cognitive and social development (Barnett, 1995). While there is great potential for producing positive and lasting effects on children, this potential will not be achieved unless all programs meet the highest standards of quality.

In preparation for this grant, Dr. Debbie Cano, Director of Intervention, consulted with a variety of individuals with diverse perspectives (Head Starts, Private Schools, Area Childcare providers, District administration and Community representatives) in the design, planning and implementation of this project. Grant partners also ensured that a diversity of perspectives were solicited in the operation of the proposed project, including those of teachers, parents, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, as appropriate.

Results from the consultation and data from United Way of Denton County indicate that the population living at or below the poverty level continues to grow county wide. Denton ISD has seen significant increase student poverty with campus free and reduced lunch levels reaching 89% and overall district economically disadvantaged population reaching 42%. A study by the Children's Defense Fund (2010) found that economically disadvantaged children are more likely to suffer development delays, participate in risky behaviors, and drop out of school. An alarming 17-52% of students in grades 3-5 did not meet the state recommended satisfactory standards in core subjects, and 24-46% of students did not pass these subjects altogether.

Dr. Cano will devote 10% of her time to this project to ensure successful implementation as the Project Director. Dr. Cano will be supported by a part-time Teacher Facilitator/Mentor to ensure that THA staff are supported in taking an active role in the grant program and hold themselves accountable for completing the scope of the work, including (1) professional development activities to improve student achievement, and (2) community forums and outreach efforts to hold the school accountable.

DISD will offer training to the THA staff on the implementation of a Baldrige continuous quality improvement processes and research-based strategies (PDSA) to help students, staff and parents become more responsible for student achievement. Two DISD designated teachers will contribute to program design and implementation by providing their peers and the community with instructional strategies to increase student achievement.

DISD and THA will collaborate to expand access and service delivery models for provision of 3 and 4-year-old prekindergarten. The established partnership will increase continuity of instruction, Kindergarten Readiness and successful transition of young children from private to public school setting. Furthermore, DISD agrees to continue its contracts with the Tree House Academy for a minimum of one three-year contractual agreement provided the THA maintains its TRS 4 standing.

The following sources were consulted in preparation and assessing the need for the grant.

- AEIS (Academic Excellence Indicator System) Data, Survey of area service providers, PEIMS (Public Education Information Management System) Reports, TPRI (Texas Primary Reading Inventory)
- Head Start Data, CIRCLE (Center for Improving the Readiness of Children for Learning and Education) Data with the University of Texas Health Science Center at Houston, STAR (Standardized Test for the Assessment of Reading and Math ) Reading Reports, Childrens Defense fund, Just for Kids Data Reports, The United way of Denton

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	DISD surveys show a strong need for quality Pre-kindergarten programs.  A study by the Children's Defense Fund (2010) found that economically disadvantaged children are more likely to suffer development delays, participate in risky behaviors, and drop out of school.	Teacher expertise is a crucial ingredient in a high-quality early education program. Children's cognitive growth and language development are primarily influenced by the daily interactions between children and the adults who are teaching them, caring for them, and guiding their learning opportunities.
2.	There are very few publicly funded pre-k education programs within the partnering districts service delivery area.  17-52% of students in grades 3-5 did not meet the state recommended satisfactory standards in core subjects, and 24-46% of students did not pass these subjects altogether	The curriculum, learning environment, and materials available to children are important elements of quality, but it is the teacher's ability to implement the curriculum and to use effective instructional approaches that results in a long-term difference for learning.
3.	Districts data indicate that at-risk children in our community appear to be slipping through the cracks.  DISD and PreK partner need to close the performance gap between Hispanic, economically disadvantages students and their Anglo counterparts and pre-kindergarten programs and services.	Conclusive research demonstrates that high-quality; developmentally appropriate early childhood programs produce short and long-term positive effects on children's cognitive and social development (Barnett, 1995). While there is great potential for producing positive and lasting effects on children, this potential will not be achieved unless all programs meet the highest standards of quality.
4.	TPRI reports show extremely low percentages of students meet grade level fluency at the beginning of the school year.	The Partnership Pre-K program will be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. Classroom curriculum will be rigorous, high-quality and developmentally appropriate. The Denton ISD's Pre-K Curriculum will be designed to direct participating THA classrooms in establishing and administering developmentally appropriate pre-kindergarten programs that meet State standards.
5.	The Parent Interest Survey revealed that 65% of parents do not know how to support learning at home and 50% do not spend enough time with their children.  Denton ISD has seen significant increase student poverty with campus free and reduced lunch levels reaching 89% and overall district economically disadvantaged population reaching 42%.	Coaching, mentoring, networking and sharing with one another are all effective strategies used in teachers teaching each other (Carbo, 1995). Teachers who need 150 hours of professional development will be allowed to use PD hours from previous year. DISD will develop a system of outreach by which the population with children eligible for service can learn of the availability of free Pre-K classes. The recruitment system will include public notices issued in English and Spanish.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experience implementing PreK programs. Strong communication and interpersonal skills. Strong organization and time management skills. High degree of computer skills. Experience in fiscal management and data reporting.
2.	Teacher Facilitator/Mentor	Experience with PreK program. Strong communication skills. Supervisory and grant management experience. Strong organization and time management skills.
3.	Certified PreK Teachers	All teachers hired will possess a minimum of Bachelor of Arts in Early Childhood Education, Bachelor of Science in Early Childhood, Bachelor of Science in Early Childhood Development and/ or Bachelor of Science in Education/Early Children Education.
4.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To improve school readiness of DISD service areas & serve more children in HQ PreK Programs	1. Recruit and hire two qualified teachers	02/15/2017	04/15/2017
		2. Recruit and hire Teacher facilitator/mentor	02/15/2017	04/15/2017
		3. Students receive high quality educational services	08/21/2017	05/31/2018
		4. Students improve score in reading and math	08/21/2017	05/31/2018
		5. Reduction in Achievement Gap	08/21/2017	06/30/2018
2.	To increase access to high quality for low income families & increase the percentage of students ready for kindergarten	1. Students increased sense of involvement in school	08/21/2017	05/31/2018
		2. Students participating in extracurricular activities	08/21/2017	05/31/2018
		3. More children from low income families enrolled	08/21/2017	05/31/2018
		4. Increased student attendance rates	08/21/2017	05/31/2018
		5. Increased parental engagement and identification more children in need of early intervention through increased screenings and provide services	08/21/2017	06/30/2018
3.	PD opportunities aimed at aligning prekindergarten instruction with the Prek Guidelines	1. THA staff received professional development	08/21/2017	05/31/2018
		2. THA curriculum is aligned to Texas Prek Guidelines	08/21/2017	05/31/2018
		3. Improved instructional delivery	08/21/2017	05/31/2018
		4. Increased achievement in reading and math	08/21/2017	05/31/2018
		5. Evaluator measures accomplishment toward the goal.	08/21/2017	05/31/2018
4.	Supporting lesson planning and use of data to guide instruction	1. THA teachers develop HQ lesson plans	08/21/2017	05/31/2018
		2. Improved instruction	08/21/2017	05/31/2018
		3. Improved assessment of student learning	08/21/2017	05/31/2018
		4. Data supports improvement in instruction	08/21/2017	05/31/2018
		5. Data supports improvement in student achievement	08/21/2017	05/31/2018
5.	Observing and providing feedback on instructional delivery	1. Improve classroom environments	08/21/2017	05/31/2018
		2. Teacher Facilitator supporting THA teachers	08/21/2017	05/31/2018
		3. Improved site visits and monitoring	08/21/2017	05/31/2018
		4. Increased accountability	08/21/2017	05/31/2018
		5. Increased and efficient communication	08/21/2017	05/31/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Denton ISD utilizes the model **PLAN, DO, STUDY, ACT** in its continuous improvement efforts to monitor the attainment of goals and objectives through the analysis of both quantitative and qualitative data. Seen throughout the district from classrooms to departments, PDSA is a proven technique to assess and improve. The **PLAN** stage provides a clear strategy and vision for the entire process, allowing us to stay focused goals and a plan for the rest of the cycle. The **DO** stage involves putting the plan into action, where we carry out the goals we set during the Plan stage. During the **STUDY** stage, we look at our progress toward our goal, analyzing our success and shortcomings as we review what we learned. During the **ACT** stage, we propose changes based upon the results that have led us to this point in the process. Once these changes have been decided, the process repeats itself, where we state our new (or modified) goals and create a plan to address them. A benefit to this method is that it encourages adaptability as plans are put into practice and analyzed for effectiveness. The PDSA method of continuous improvement allows us to have a clear direction as we pursue our goals and strive for growth. PDSA is especially useful in the Pre\_k setting, where the program could adapt and refocus throughout the year, based on the unique needs of the children in the program. An important piece of the PDSA process involves the Grant Advisory Committee which assists the program leadership in creating goals, objectives, and their related plans, assisting with putting those plans into action, assessing the outcomes, and revising the goals and plans for the next phase of the cycle. Stakeholders involved in this committee include administrative staff, teachers, students, parents, and PreK Partner.. Additionally, changes made to the program are shared throughout twith stakeholders via social media, the program websites, letters to families, newsletters and personal phone calls.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To successfully develop plans for continuing and expanding the Pre-K program, district, and program staff and PreK partner will engage in a thoughtful and coordinated sustainability planning process. To ensure that the program would continue after the grant period, we will actively begin to look for funding sources to sustain the program over the long term. Our plan for sustainability will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan. Our sustainability plan will include an active and careful examination of the following approaches to seek effective and long-term avenues to ensure that the program continues beyond the grant period: Making Better Use of Existing Resources, Maximizing Federal, State, and Local Revenue. Additionally, we plan on marketing our program services throughout the community by hosting activities, distributing brochures, attracting local media attention and facilitating site visits for key community stakeholders. These efforts will build a strong community support for the program. Also an advisory committee will be formed to assist in program governance and generating sustainable funding. The District and PreK partner are committed to improving student learning, success and achievement by providing activities for students and their families. The district will utilize the personnel and resources necessary to support the Pre-K program. Program sustainability is one of the top priorities identified in developing this proposal. The district's local operating budget, State Compensatory Education funds, and other funding sources, will enable the grant schools to continue the implementation of the program when funding is no longer available. The following list highlights the major activities that must take place for successful program continuation: Develop a strong communication plan. Recruit additional Community-Based Organizations and businesses to participate in center and Advisory Council activities. Develop a plan to search for local, state, and national funding sources. Work with each school to effectively budget its general operating funds for targeted Pre-K activities. DISD and PreK Partner will implement strategies and evaluation of program effectiveness with the goal of sustaining the provision of high-quality education services after end of grant period. The sustainability plan will include continuation of the SRI plan.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 061901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Interviews, site visits, Surveys	1.	Surveys will be distributed to Parents, students, and instructors
		2.	Site visits will be conducted by evaluator and project staff
		3.	Findings will be summarized in a report format
2.	Data Collection	1.	Collect Data: Qualitative and Quantitative
		2.	Data analysis and interpretation
		3.	Developing Reports
3.	Observations	1.	Project staff will conduct weekly observations of classes
		2.	Project staff will use data collected to improve implementation
		3.	Project staff will share results with stakeholders
4.	Focus Groups	1.	Stakeholders will meet quarterly to determine need
		2.	Stakeholders will meet quarterly to monitor progress and provide feedback
		3.	Stakeholder will assess progress made toward project goals
5.	Internal Monitoring	1.	Project staff will run routine monthly project reports
		2.	Project staff will monitor data to ensure compliance
		3.	Project staff will review instructional plans to ensure alignment

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project partners will utilize ongoing evaluation incorporating both **process and product evaluations** will be conducted as a component of the PreK Partnership Planning grant Program to measure the effectiveness of the project.

The grant team will be responsible for collecting and analyzing quantitative and qualitative data related to the performance measures. Qualitative data will include: (1) Written logs, minutes and sign-in sheets of collaborative, PD, informational, and decision-making meetings kept by meeting leaders and then compiled and analyzed by program staff. (2) Surveys distributed to parents and staff, and collected to determine pre and post utilization of the curriculum and strategies. (3) Written summaries using COT and ACOT by staff. (4) Staff development evaluation forms completed by Grant staff. (5) Self-report surveys in the form of Likert scales and open ended responses administered to teachers at the beginning and again at the end of the Project period to determine teacher competency.

The Grant staff will gather information during the Project regarding the following major evaluation questions: (1) To what extent has the pre-K program been integrated in DISD planning and collaboration? (2) How effective are the Project activities in progressing toward the goals of the Project? (3) How have the project activities impacted participating students' achievement as reflected in assessment results, student grades and survey responses? (4) How has the Pre-K Project impacted teachers' delivery of instructional strategies? In addition to the quantitative data evaluation during the year, project participants will be asked to respond to the success of the major project components: (1) The usefulness of the curriculum documents; (2) Teacher, parent and community involvement and use of instructional strategies; (3) The effectiveness of staff training.

The formative evaluations will include an analysis of the progress made toward each of the objectives.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 061901			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 061901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 061901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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